

Fall 2011 Language & Literacy Graduate Courses
English Department, City College of New York
Permission of L&L MA Program Director is required.
Contact Barbara Gleason at bgleason@ccny.cuny.edu.

ENGL B6400 2TU Theories & Models of Literacy (3006)

Day & Time: Tuesday: 6:50-8:30pm
Instructor: Barbara Gleason, Associate Professor

Three models of literacy will serve as a foundation for our course. The first model posits literacy as a set of individual cognitive skills--most often associated with school-based activities (reading and writing), genres (essays, exams, textbooks), and values (literacy as strongly associated with formal education and with morality). The social practices model that has evolved more recently-- largely as a reaction to the skills model--views literacy *not one phenomenon* but as many everyday practices occurring in a wide range of situations, communities and cultures. This "multiple literacies" view accounts for the influence of modern technologies on existing print literate practices. For example, we read a web text with hyperlinks in ways that differ from our reading of bound books and print newspapers. A third, even more recent model is "community literacy"--described by the Editors of [*Community Literacy Journal*](#) as "the realm where attention is paid not just to content or to knowledge but to the symbolic means by which it is represented and used. . . . [making] reference not just to letters and to text but to other multimodal and technological representations as well." Elenore Long analyzes "community literacy studies" as a field that requires us to consider ethical and practical questions about reading & writing "*in ways and in locales that will make a difference*" (*Community Literacy and the Rhetoric of Local Publics* [Parlor Press: 2008, 3]). These three models will serve as a base for our study of "functional literacy," "academic literacy," "critical literacy," "cultural literacy," "multicultural rhetoric," and "braille literacy." This course also offers a historical overview of literate practices. We will trace the evolution of reading/writing in three eras (scribal, print, digital) and explore relationships between specific writing systems (pictograph, logograph, alphabet) and materials (e.g., wooden tablet, parchment scroll, codex, computer) on the one hand and reading/writing practices on the other. To deepen understanding of historical literate practices, students will participate in a special workshop on medieval European reading/writing at the Columbia University Rare Books Department.

ENGL B6000 3HJ Introduction to Language Studies (3005)

Day & Time: Wednesday 6:50-8:30pm

Instructor: Elizabeth Rorschach, Associate Professor

This course offers an introduction to phonology/ phonetics, syntax, morphology, semantics, pragmatics, and language variation in conjunction with related discussions of teaching and learning. A review of traditional grammar will be followed by a discussion of various perspectives on the value of explicit grammatical knowledge for writers, readers, language learners, and teachers of language & literacy. Textbooks will include *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics and Grammar* (Paperback, Freeman and Freeman, 2004) and the *McGraw-Hill Handbook of English Grammar and Usage* (Mark Lester and Larry Beason, 2004).

This is a required core course for Language and Literacy MA graduate students.

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